

6 month reporting date 2/26/06 6 month report received 12/05/05
 11 month reporting date 5/5/06 11 month received 5/5/06
 Closed 5/5/06

Chamberlain School District Improvement Plan/Progress Report Form

Principle 1: General Supervision				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance)				
<p><u>24:05:24:01 Referral</u></p> <p>Referral includes any written request, which brings the student to the attention of the school district administrator (building principal, superintendent, or special education director) as a student who may be in need of special education. A referral made by a parent may be submitted verbally, but it must be documented by a district administrator. Other referral sources include screening, classroom teacher, other district personnel, public or private agencies and private schools, including religious schools.</p> <p>In eight of 43 student files, the monitoring team did not find referral documentation.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district will document a referral request made by a parent, classroom teacher, other district personnel, public or private agencies and private schools, including religious schools.</p>				
<p>1. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>The district administrator will document a referral request for a student who may be in need of special education.</p>				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

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Principle 1: Referral 1. What will the district do to improve? The district will document every referral request for a student who may be in need of special education. What data will be given to SEP to verify this objective? The district will record the number of students initially evaluated and the number having referral documentation. This information will be submitted to the SEP.	November 2006	Special Education Director	Continue	Goal met 5/5/06
Please explain the data (6 month) From August of 2005 through October 31, 2005 the Chamberlain School District 7-1 Special Education Department recorded eight (8) new referrals and initial evaluations for special education and speech services.				
Please explain the data (12 month) 8 of 8 files have documentation of the District Administrator that contain a referral request for a student who may be in need of special education.				

Principle 1: General Supervision

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:24.01:31 IEP team override.

If the IEP team determines that a student is eligible for special education or special education and related services because the student has a disability and needs special education when the student did not meet specific eligibility requirements, the IEP team must include documentation in the record as follows:

- (1) The record must contain documents that explain why the standards and procedures that are used with the majority of students resulted in invalid findings for this student;
- (2) The record must indicate what objective data were used to conclude that the student has a disability and is in need of special education. This data may include test scores, work products, self-reports, teacher comments, previous tests, observational data, and other developmental data;
- (3) Since the eligibility decision is based on a synthesis of multiple data and not all data is equally valid, the team must indicate which data had the greatest relative importance for the eligibility decision; and
- (4) The IEP team override decision must include a sign-off by the IEP team members agreeing to the override decision. If one or more IEP team members disagree with the override decision, the record must include a statement of why they disagree signed by those members.

The district director of special education shall keep a list of students on whom the IEP team override criteria were used to assist the state in evaluating the adequacy of student identification criteria.

Through review of student records, the monitoring team found the IEP team's decision to do two overrides were written on the students' MDT form rather than on an override document; thus, there was insufficient data to support eligibility for special education placement of the two students. The IEP team must meet and review the eligibility of the two students and insure override documentation is available in the students' records.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

When a student's IEP team determines that a special education override is needed, the district will use the override document and maintain a record of all children placed with an override.

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2. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

When completing an override document for a student to receive special education services, the district will:

- (1) explain why the standards and procedures that are used with the majority of students resulted in invalid findings for this student
- (2) indicate what objective data were used to conclude that the student has a disability and is in need of special education
- (3) indicate which data had the greatest relative importance for the eligibility decision
- (4) include a sign-off by the IEP team members agreeing to the override decision. If one or more IEP team members disagree with the override decision, the record will include a statement of why they disagree signed by those members.

A list of all children placed in Special Education using the override procedure will be kept on record.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
Principle 1: IEP team override 1. What will the district do to improve? When an IEP team agrees to do an override for Special Education placement, all areas will be addressed on the override form. What data will be given to SEP to verify this objective? All newly written override documents will be checked and the total number meeting this criterion will be submitted to the SEP.	November 2006	Special Education Director and Special Education Instructors	Continue	Goal Met 5/5/06

Please explain the data (6 month)

Newly written override documents have been checked (two-2) for the 6 month reporting period. A list of all students receiving special education services based on an override decision has been generated and is on file for the 6 month reporting period.

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Please explain the data (12 month)

3 of 3 files now reviewed contain override documentation for a student to receive special education services explaining why the standards and procedures that are used with the majority of students resulted in invalid finding for the student. [plus] Indicating what objective data was used to conclude that the students have a disability and is in need of special education. [plus] Indicating which data had the greatest relative importance for the eligibility decision. [plus] Included a sign-off by the IEP team members agreeing to the override decision.[plus] A list of children placed in Special Education Using the override procedure is kept on record labeled Special Education Override File.

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Principle 3: Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:30:17 Prior notice consent to evaluate.

Informed parent consent must be obtained before conducting a first-time evaluation, reevaluation, and before initial placement of a child in a program providing special education or special education and related services.

The monitoring team was unable to locate through file reviews and inquiry prior notices/consent for three students' initial evaluations. In addition, seven student files did not contain prior notice/consent for reevaluation or have documentation that attempts had been made to gain parent consent.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will obtain written parent or guardian consent before conducting an initial evaluation and make two attempts when a child is to be reevaluated to obtain written parent/guardian consent.

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<p>1. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>Written parent or guardian consent will be obtained for all initial evaluations and two documented attempts will be made to obtain parent or guardian consent for reevaluations.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>Principle 3: Prior notice consent to evaluate 1. What will the district do to improve? Parent or guardian consent will be obtained before beginning an initial evaluation.</p> <p>What data will be given to SEP to verify this objective? The number of initial evaluations checked and the number having prior notices with parent or guardian consent for an initial evaluation will be submitted to the SEP.</p>	<p>November 2006</p>	<p>Special Education Director, Special Education Instructors and Related Services Staff</p>	<p>Met 12/05/05</p>	
<p>Please explain the data (6 month) All (eight-8) of the Initial Evaluations with signed consent are on file for the 6 month reporting period.</p>				
<p>Please explain the data (12 month)</p>				

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Principle 3: Prior notice consent to evaluate 2. What will the district do to improve? Prior notice for consent will be sent by the district to obtain parent or guardian consent for conducting a three-year reevaluation. What data will be given to SEP to verify this objective? Prior notices will be checked for parent/guardian consent for reevaluation and the number meeting this requirement will be sent to the SEP.	November 2006	Special Education Director, Special Education Instructors and Related Services Staff	Continue	Goal Met 5/5/06
Please explain the data (6 month) Twelve (12) Prior Notices for Re-evaluation with parent/guardian consents have been documented for the 6 month reporting period.				
Please explain the data (12 month) 12 of 12 files contain written parent or guardian consent that has been obtained for all initial evaluations and two documented attempts have been made to obtain parent or guardian consent for reevaluations.				
Principle 3: Prior notice consent to evaluate 3. What will the district do to improve? The district will keep a record when two written attempts were made to obtain parent/guardian consent for a three-year reevaluation. What data will be given to SEP to verify this objective? The district will submit to the SEP the number of files checked and the number on record that indicate two prior notices were sent to obtain parent/guardian consent for reevaluation.	November 2006	Special Education Director, Special Education Instructors and Related Services Staff	Met 12/05/05	
Please explain the data (6 month) Twelve (12) Files have been checked and one (1) file had two prior notices that were sent to obtain parent/guardian consent for re-evaluation.				
Please explain the data (12 month)				

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Principle 3: Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance)				
<u>ARSD 24:05:04:02 Determination of needed evaluation data</u> A team of individuals, including input from the student's parents, determines what evaluation data is needed to support eligibility and the child's special education needs. In review of 43 prior notices for consent for evaluation, the monitoring team determined two language and three fine motor evaluations listed on the prior notice for consent were not given. The team also noted that eight student files contained visual/fine motor evaluation results; however, the prior notices for consent did not indicate the students would be evaluated in those areas.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. A team of individuals knowledgeable of the student's educational needs, including parent input, will determine what evaluation data is needed to support eligibility and the student's special education needs.				
2. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) To identify what evaluation data is needed to support a child's eligibility and special education needs; the district will gather input from the parent and a team of individuals familiar with the student's needs.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

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Principle 3: Determination of needed evaluation data 1. What will the district do to improve? Before conducting an evaluation, input from a team of individuals familiar with the student's education needs, including input from the child's parent, will be used to determine what evaluations will be used to assess the student's needs and support eligibility. What data will be given to SEP to verify this objective? The district will check student files for documentation of parent and team input into the evaluation and send the number meeting this goal to the SEP.	November 2006	Special Education Director, Special Education Instructors and Related Service(s) Staff	Continue	Goal Met 5/5/06
Please explain the data (6 month) Twenty (20) student files contain parent and team input for evaluation for the 6 month reporting period.				
Please explain the data (12 month) 20 of 20 files reviewed indicate evaluation data needed to support a child's eligibility and special education needs; the district has gathered input from the parent and a team of individuals familiar with the student's needs				
Principle 3: Determination of needed evaluation data 2. What will the district do to improve? Should the district be unable to obtain parent input into the evaluation, the district will document the dates parental input was sought. What data will be given to SEP to verify this objective? The district will send the SEP the number of files checked and the number having multiple attempts to obtain parent input into the evaluation.	November 2006	Special Education Director, Special Education Instructors and Related Service(s) Staff	Met 12/05/05	
Please explain the data (6 month) Twenty (20) files have been checked and have had evaluations with two (2) files containing documentation where multiple attempts were needed to obtain parent input.				
Please explain the data (12 month)				

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Principle 3: Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>ARSD 24:05:04 Evaluation procedures</u> A variety of assessment tools and strategies are used to gather relevant functional and developmental information about a child. The monitoring team reviewed 21 student files that lacked functional assessment information.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will gather functional assessment information using a variety of assessments and strategies when completing initial evaluation and three-year reevaluations.				
3. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) Initial evaluations and three-year reevaluations will include functional assessments.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
Principle 3: Evaluation procedures 1. What will the district do to improve? Functional assessments will be completed when the district conducts initial evaluation and three-year evaluations. What data will be given to SEP to verify this objective? The number of Initial and three-year reevaluations checked and having functional assessment data will be submitted to the SEP.	November 2006	Special Education Director, Special Education Instructors and Related Service(s) Staff	Met 12/05/05	

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Please explain the data (6 month)
For the 6 month reporting period twenty (20) files with initial and re-evaluations were checked and all contained functional assessment data.

Please explain the data (12 month)

Principle 3: Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

24:05:25:03 Preplacement evaluation

Before any action is taken concerning the initial placement of a child with disabilities in a special education program, a full and individual evaluation of the child's educational needs must be conducted. Evaluations must be completed within 25 school days after receipt by the district of signed parent consent, unless school administration and the parent agree upon other timelines.

During file reviews, the monitoring team determined two initial student evaluations exceeded the 25 school day timeline, and no extension for evaluation documentation was found in the student files.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will complete an evaluation within 25 school days after receiving signed parent consent, unless other timelines are agreed to by school administration and the parent.

4. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Student evaluations will be completed within 25 school days upon receipt of parent consent, unless school administration and the parent/guardian agree upon other timelines.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date objective is met

12 month progress
Record date objective is met

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Principle 3: Preplacement evaluation 1. What will the district do to improve? Upon receiving parent/guardian consent, the district will provide all the evaluators involved in the student's assessment a document stating receipt of consent, as well as the 25 school day deadline. What data will be given to SEP to verify this objective? A copy of the document will be sent to the SEP.	November 2006	Special Education Director	Continue	Goal Met 5/5/06
Please explain the data (6 month) For the 6 month reporting period all evaluators have been provided a copy of the consent listing the receipt date and the projected 25 school day deadline.				
Please explain the data (12 month) A consent with a receipt date and 25 school day deadline provided to evaluators was mailed to the SEP on 5/6/06				
Principle 3: Preplacement evaluation 2. What will the district do to improve? Upon receiving parent/guardian consent, the district will complete a student evaluation within the 25 school day timeline, unless other arrangements have been made by the parent and the district administrator. What data will be given to SEP to verify this objective? Data will be sent to the SEP of the number of initial and three-year reevaluations checked and the number in compliance with the 25 school day timeline.	November 2006	Special Education Director, Special Education Instructors and Related Service(s) Staff	Continue	Goal Met 5/5/06
Please explain the data (6 month) For the 6 month reporting period twenty (20) files contained completed initial and three-year reevaluations in compliance of the 25 school day timeline.				
Please explain the data (12 month) 20 out of 20 files contain student evaluations completed within 25 school days upon receipt of parent consent or school administration and parent/guardian agreeing upon other timelines.				

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Principle 4: Procedural Safeguards				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance)				
<p><u>ARSD 24:05:30:15 Surrogate parent</u></p> <p>Each school district shall establish procedures for the assignment of a surrogate parent to ensure that the rights of the child are protected if no parent can be identified and the district, after reasonable effort, cannot discover the whereabouts of a parent or if the child is a ward of the state. The district shall ensure that the person selected as a surrogate has no interest that conflicts with the interest of the child the surrogate represents and has the knowledge and skills that ensure representation of the child. The district is responsible for the training and certification of surrogate parents and shall maintain a list of persons who may serve as surrogate parents. A person assigned to be a surrogate parent may not be an employee of a public agency that is involved in the education or care of the child.</p> <p>In interviews, the monitoring team learned the district has not provided training or certification of surrogate parents and does not have a list of persons who may serve as surrogate parents. In a review of two student files, the monitoring team found that a social services worker had served as surrogate parent and signed consent for both students to be evaluated and consent for each student's initial special education placement. Administrative rule prohibits an employee of a public agency involved in the care of a child to serve as the surrogate parent.</p>				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.				
<p>The district will train and maintain an up-to-date list of persons who may serve as surrogate parents.</p>				
<p>1. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>Upon training individuals who may serve as surrogate parents, the district will maintain a list of those trained.</p>				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

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Principle 4: Surrogate parent 1. What will the district do to improve? The district will provide surrogate parent training and maintain an up to date list of persons who may serve as surrogate parents. What data will be given to SEP to verify this objective? The date of the training and the number of individuals on record who may serve as surrogate parents will be sent to the SEP.	November 2006	Special Education Director	Met 12/05/05	
Please explain the data (6 month) On October 1, 2005 five (5) persons completed surrogate parent training and will be listed to serve as surrogate parents. (Terry Brooks, Kathleen Brooks, Beth Byre, Nancy DeBoer and Donn DeBoer)				
Please explain the data (12 month)				

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Principle 5: Individualized Education Program
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>ARSD 24:05:27:08 Yearly review and revision of IEP</u> Each school district shall initiate and conduct IEP team meetings to periodically review each child's individual education program and, if appropriate, Revise its provisions. An IEP team meeting must be held for this purpose at least once a year. The review shall be conducted to determine whether the annual goals for the student are being achieved. The individualized education program shall be revised, if appropriate, to address: any lack of expected progress toward the annual goals and in general curriculum; the results of any reevaluation conducted; information about the student provided to, or by, the parents; the student's anticipated needs; or other matters. In four student IEPs, the monitoring team found documentation that the annual reviews exceeded the 365-day timeline.

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<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>IEP team meetings will be held at least once a year to review each child's individual education program and, if appropriate, make revisions.</p>				
<p>1. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>The district will hold student IEP meetings within the 365-day timeline to review and revise, if necessary, the provisions in the IEP.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>Principle 5: Yearly review and revision of IEP 1. What will the district do to improve? Each special education teacher and related service staff will maintain a calendar document so he/she knows when annual IEP meetings are due.</p> <p>What data will be given to SEP to verify this objective? The number of annual IEP meetings held during the one-year reporting period and the number that met the 365-day timeline will be sent to the SEP.</p>	<p>November 2006</p>	<p>Special Education Instructors and Related Service(s) Staff</p>	<p>Met 12/05/05</p>	
<p>Please explain the data (6 month) Twenty-four (24) Annual IEP Meetings were held and they all were within the 365-day timeline for the 6 month reporting period.</p>				
<p>Please explain the data (12 month)</p>				

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Principle 5 – Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01:01 IEP team

Each school district shall ensure that the IEP team for each student with disabilities includes the following members: parents of the student; a regular education teacher; a special education teacher of the student; and, a representative of the district who is qualified to provide or supervise the provision of specially designed instruction to meet the needs of students with disabilities, is knowledgeable about the general curriculum and is knowledgeable about the availability of resources of the school district.

The monitoring team concluded that required members did not attend all IEP meetings.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district shall ensure that all required team members attend each disabled student's IEP meeting.

2. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Each student's IEP team will include the parents of the student, a regular education teacher, a special education teacher of the student and a representative of the district who is qualified to provide or supervise the provision of specially designed instruction to meet the needs of students with disabilities, is knowledgeable about the general curriculum and is knowledgeable about the availability of resources of the school district.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date objective is met

12 month progress
Record date objective is met

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Principle 5: IEP team 1. What will the district do to improve? The district will ensure that all required members are present at student IEP meetings. What data will be given to SEP to verify this objective? The number of annual and three-year reevaluation IEP meetings held during the one-year reporting period and the number having the required members will be submitted to the SEP.	November 2006	Special Education Director, Special Education Instructors and Related Service(s) Staff	Continue	Goal Met 5/5/06
Please explain the data (6 month) Thirty-two (32) Annual and Three-year reevaluation IEP Meetings have been held with the required team members present during the 6 month reporting period.				
Please explain the data (12 month) 32 of 32 files reveal a student's IEP team that include the parent[s] of a student, a regular education teacher, a special education teacher of the student and representative of the district who is qualified to provide or supervise the provision of specially designed instruction to meet the needs of students with disabilities are knowledgeable about the general curriculum and knowledgeable about the availability of resources of the school district.				

Principle 5 – Individualized Education Program

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01:03 Content of Individualized Education Plan

A student's IEP must contain a statement of the student's present levels of performance. The present level of performance should be a reflection of the functional assessment information gathered during the comprehensive evaluation. In addition, how the child's disability affects his/her progress in the general curriculum must be addressed. In 8 of 43 student files reviewed by the monitoring team, the present levels of performance did not contain parent input or how the student's disability effected his/her progress in the general curriculum. The monitoring team also determined 21 student IEPs did not contain skill specific functional assessment information in the present levels of performance.

Annual goals must be measurable and reasonable for the student to accomplish within in one-year timeframe. The monitoring team concluded 15 student files did not have measurable annual goals. The goals were consistently written with the words "improve" "increase" and "age appropriate", which are not measurable The annual goal or short-term objectives must address the condition, performance and criteria. Through file reviews, the team noted 14 speech/language short-term objectives, and 13 occupational therapist's short-term objectives did not state the condition.

Students with disabilities must participate in state and district-wide assessment programs. As of July 1, 2000, if an IEP team determines a student with a disability cannot participate in the regular assessments either with or without modifications, the student must be assessed using an alternate assessment. Two student IEP teams did not address the use of an alternative assessment.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Functional assessment data will be included in student evaluation reports and the data, as well as parent input, will be used to develop the IEP present levels of performance, annual goals and short-term objectives.

3. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

IEP present levels of performance, annual goals and short-term objectives will be based on parent input and functional assessment information.

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Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>Principle 5: Content of Individualized Education Plan</p> <p>1. What will the district do to improve? Training pertaining to conducting and reporting functional assessment information, developing present levels of performance, measurable annual goals and short term objectives using functional skills information will be provided by Mary Borgman and Linda Shirley.</p> <p>What data will be given to SEP to verify this objective? A statement of the date of training and a signature sheet of those in attendance will be sent to the SEP.</p>	November 2006	Special Education Director, Mary Borgman and Linda Shirley	Met 12/05/05	
<p>Please explain the data (6 month)</p> <p>Training for all CSD 7-1 SPED Staff was completed on August 24, 2005 by Mary Borgman and Linda Shirley. An agenda and list of participants is on file. Mary Borgman was asked to submit certification of completion of this objective.</p>				
Please explain the data (12 month)				

Principle 5 – Individualized Education Program
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><u>ARSD 24:05:25:26 Extended school year authorized</u></p> <p>The district shall provide special education or special education and related services to eligible children if the IEP team determines on an individual basis that such services are necessary for the provision of a free appropriate public education.</p> <p>Through IEP reviews, the monitoring team concluded the district indicated on three student IEPs extended school year (ESY) services were “To be determined”. No documentation of a meeting being held to make the determination was found in the students’ files. Another IEP had parental consent for ESY services, but no goals, days of service or dates had been written. In addition, three IEPs had ESY services checked as “Needed” at the top of the page; however, the area where ESY services are to be written was blank in the student IEPs.</p>

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<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>Extended school year services will be addressed on each student IEP, and if needed, the goals, days or dates of service will be written with parent consent.</p>				
<p>4. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>Each student IEP will address extended school year services, and if determined as needed, the IEP will have the ESY goals, days of service or dates and parent consent or the IEP team will meet at a predetermined date and address ESY services.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>Principle 5: Extended school year authorized 1. What will the district do to improve? ESY will be addressed on each student IEP, and if determined needed; the IEP will have the goals, days or dates of services and parent consent.</p> <p>What data will be given to SEP to verify this objective? ESY data will be sent to the SEP indicating the number of IEPs checked and the number that addressed ESY services.</p>	<p>November 2006</p>	<p>Special Education Director, Special Education Instructors and Related Service(s) Staff</p>	<p>Continue</p>	<p>Goal Met 5/5/06</p>
<p>Please explain the data (6 month) There are thirty-two (32) IEP's on file that addressed ESY services within the 6 month reporting period.</p>				
<p>Please explain the data (12 month) 32 of 32 student IEP's did address extended school year services and if determined as needed, the IEP has the ESY goals, days of service or dates and parent consent.</p>				

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<p>Principle 5: Extended school year authorized</p> <p>2. What will the district do to improve?</p> <p>When ESY services are addressed as, "To be determined", a meeting will be held by the specified date, and if ESY services are needed, the goals, days or dates of service and parent consent will be documented.</p> <p>Should the IEP team agree ESY services are not needed, the team's decision will be documented.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The number of IEPs checked having ESY checked as "To be determined", and the number having the follow-up ESY meeting will be sent to the SEP.</p>	<p>November 2006</p>	<p>Special Education Director, Special Education Instructors and Related Services Staff</p>	<p>Continue</p>	<p>Goal Met 5/5/06</p>
<p>Please explain the data (6 month)</p> <p>There are three (3) IEP's checked as "to be determined" with a pending follow-up meeting date listed.</p>				
<p>Please explain the data (12 month)</p> <p>3 of 3 student IEP teams have met at a predetermined date and addressed ESY services.</p>				

<p>Principle 5: Individualized Education Program</p>

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:13.02 Transition services

Transition services are a set of coordinated activities for the student designed within an outcome-oriented process, which promotes movement from school to postschool activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other postschool adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

The team found four IEPs with transition that did not have the course of study linked to the students' outcomes. The monitoring team also determined the transition age students' needs, which were addressed in the present levels of performance, were not addressed in the students' coordinated set of activities or IEP annual goals.

In addition, the monitoring team found no person(s) was identified who would be responsible for transition services in three of nine transition age students IEPs.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

When developing an IEP for a transition age student, the course of study, coordinated set of activities, present levels of performance and annual goals will be linked to reflect the student's transition needs and include the person(s) who will be responsible for provision of the transition services.

5. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The course of study, coordinated set of activities, present levels of performance and annual goals will be linked to address a student's transition needs and indicate the person(s) who will provide the transition services.

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Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>Principle 5: Transition services</p> <p>1. What will the district do to improve? The district will receive IEP transition training by Mary Borgman and a transition liaison specialist.</p> <p>What data will be given to SEP to verify this objective? The date of the training and signatures of those in attendance will be sent to the SEP.</p>	November 2006	Special Education Director	Met 12/05/05	
<p>Please explain the data (6 month)</p> <p>Training for all CSD 7-1 SPED Staff was completed on August 24, 2005 by Mary Borgman and Linda Shirley. An agenda and list of participants is on file. Mary Borgman was asked to submit certification of completion of this objective. The agenda included training led by Bev Peterson, Transition Liaison Specialist, covering the topic of developing IEP's to address transition with those students who need transition services.</p>				
<p>Please explain the data (12 month)</p>				

Principle 5 – Individualized Education Program
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><u>ARSD 24:05:30:16.01 Transfer of parental rights</u></p> <p>Consistent with state law one year before the student reaches the age of majority (in SD this is age 18), the IEP must include a statement that the child has been informed of the transfer of parental rights. This applies unless the student has a guardian appointed to make educational decisions for the student.</p> <p>The team noted three student IEPs did not address the transfer of parental rights one-year prior to the students reaching age 18. Another IEP addressed the transfer of rights after the student's 17th birthday. Neither file contained documentation that guardianship had been given to the parent to address the educational decisions for the student turning 18.</p>

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<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The IEP will have a statement that the student was informed of the transfer of parental rights one year before the student reached the age of 18, unless a guardian had been appointed to make educational decisions for the student.</p>				
<p>6. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>One year before reaching age 18, a student who does not have a guardian appointed to make his/her educational decisions will be informed of the transfer of parental rights, and this information will be indicated on the student's annual IEP.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>Principle 5: Transfer of parental rights 1. What will the district do to improve? A student will be informed of the transfer of parental rights one-year before he/she is 18 years old, unless a guardian has been appointed to make the student's educational decisions.</p> <p>What data will be given to SEP to verify this objective? All current IEPs that address transition will be checked, and the number checked and number of students who were informed of the transfer of parental rights one year before reaching the age of 18 will be submitted to the SEP.</p>	<p>November 2006</p>	<p>Special Education Director And Special Education Instructors</p>	<p>Continue 12/05/05</p>	<p>Goal Met 5/5/06</p>
<p>Please explain the data (6 month) None of the IEP's completed during the 6 month reporting period applied to this Short Term Objective (Transfer of Parental Rights).</p>				

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Please explain the data (12 month)

11 of 11 files contain documentation of a student one year before reaching age 18, a student who does not have a guardian appointed to make his/her educational decisions will be informed of the transfer of parental rights, and this information is indicated on the student's IEP.